

INDIANAPOLIS METROPOLITAN CAREER ACADEMY #1

SUPPLEMENTAL REPORT #7

DETAILED PERFORMANCE ASSESSMENT & PROFILE



1635 West Michigan Street • Indianapolis, Indiana 46222

Phone: (317) 524-4638 • www.indianapolismet.org

This supplemental report presents information about the school in three sections:

- Indianapolis Metropolitan Career Academy #1's Students (enrollment and demographic information)
- Performance at Indianapolis Metropolitan Career Academy #1
- Detailed Description of Indianapolis Metropolitan Career Academy #1's Programs and Activities (as provided by the school)

2005



INDIANAPOLIS METROPOLITAN CAREER ACADEMY #1

DETAILED PERFORMANCE ASSESSMENT & PROFILE

STUDENTS

Indianapolis Metropolitan Career Academy #1

A ENROLLMENT AND DEMAND

	2004-05	At Capacity
Grades served	9	9-12
Maximum possible enrollment, pursuant to charter	60	240
Number of students enrolled ¹	49	N/A
Number of students on waiting list ²	2	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2005. ■ N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter with the Mayor's Office. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

Indianapolis Metropolitan Career Academy #1

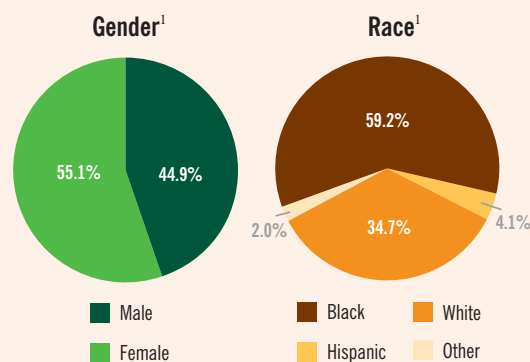
C STUDENTS PASSING ISTEP+ TESTS At the Beginning of the Fall Semester

	English '04	Math '04	Both (English & Math) '04	Science '04
9th Graders	39%	37%	26%	

Source: Indiana Department of Education. See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year, or there were no students in the applicable grade in this school at the time of testing.

Indianapolis Metropolitan Career Academy #1

B STUDENT COMPOSITION



	Indianapolis Metropolitan Career Academy #1
Free/Reduced-Price Lunch ¹	79.6%
Special Education ²	-
Limited English Proficiency ³	2.0%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2004. Note: Indianapolis Metropolitan Career Academy #1 did not report its special education count in December 2004 to the Indiana Department of Education as required. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2005. ■ See main report for comparative data.

PERFORMANCE

The section below describes Indianapolis Metropolitan Career Academy #1's (MET #1) performance over its first school year by addressing the common performance indicators in the Mayor's Charter School Performance Framework. The complete Performance Framework may be viewed

on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2005/home.htm>.

The Mayor's Office conducts evaluations of school performance using a variety of measurement tools, including visits by a multi-member site evaluation team,


independent surveys of parents and staff, and expert analysis of standardized test score data. Each section of the following text notes the specific tools used. Supplemental Report 12 contains a complete description of evaluation mechanisms used to prepare this report.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

IS THE SCHOOL MAKING ADEQUATE YEARLY ACADEMIC PROGRESS, AS MEASURED BY THE INDIANA DEPARTMENT OF EDUCATION'S SYSTEM OF ACCOUNTABILITY?

Performance on the statewide assessment

Though MET #1 students took the state's ISTEP+ exams, they did so shortly after the school opened at the beginning of the school year. As a result, the school's results on the state tests reflect students'

starting levels of academic achievement rather than the school's performance. Because these scores do not reflect on the success of the school's educational program, they are not included here. See  **CHART C** for information about the school's ISTEP+ scores in fall 2004.

Adequate Yearly Progress

Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

ARE STUDENTS MAKING ADEQUATE AND SUBSTANTIAL GAINS OVER TIME?

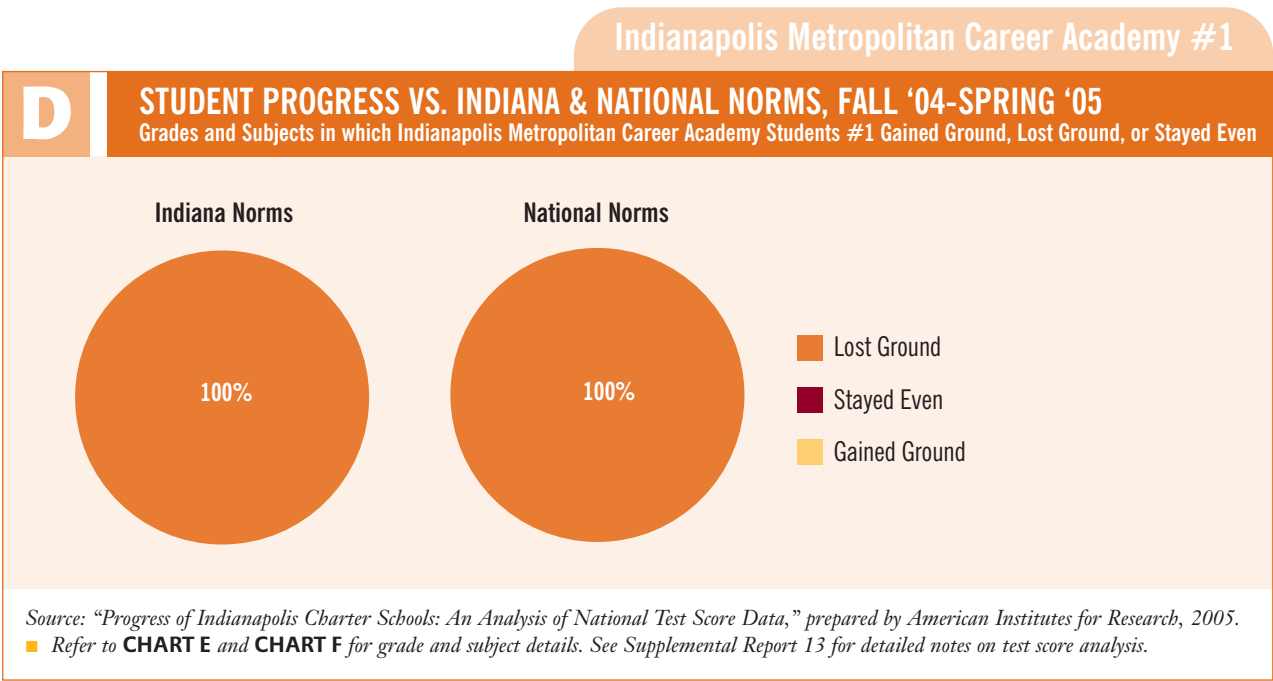
Charter schools administered the highly-regarded Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor’s Office to determine whether students gained ground, lost ground, or stayed even relative to their peers nationally and in Indiana over the course of the 2004-05

academic year. Because NWEA does not publish proficiency levels for high school grades, it was not possible for AIR to examine what proportion of students in this school made sufficient progress to reach proficiency over time.

Comparative Gains: How much did Indianapolis Metropolitan Career Academy #1 students improve relative to their peers?

AIR was able to compare the average gains of students at MET #1 with those of

students across Indiana (■ **CHART E**) and the US (■ **CHART F**). The figures show where MET #1 students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, MET #1 students lost ground against their Indiana and national peers in all three grades and subjects (■ **CHART D**).



Indianapolis Metropolitan Career Academy #1

E

ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #1 vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Grade/Subject	Indianapolis Metropolitan Career Academy #1 Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	2.9	6.2			-3.3
9th Grade Reading	0.4	1.6			-1.2
9th Grade Language	0.2	2.0			-1.8

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at MET #1 made an average gain of 2.9 points, compared to 6.2 points for the average IN student. These students “lost ground” compared to the average IN student because their average gains were 3.3 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. ■ See Supplemental Report 13 for detailed notes on test score analysis.

Indianapolis Metropolitan Career Academy #1

F

ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #1 vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	Indianapolis Metropolitan Career Academy #1 Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	2.9	5.8			-2.9
9th Grade Reading	0.4	2.9			-2.5
9th Grade Language	0.2	2.4			-2.2

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at MET #1 made an average gain of 2.9 points, compared to 5.8 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 2.9 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. ■ See Supplemental Report 13 for detailed notes on test score analysis.

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Is the school in sound fiscal health?

The Mayor’s Office commissioned an outside accounting firm to review each school’s finances. The accounting firm reported that MET #1 managed its financial practices satisfactorily during the past year, with no significant problems. Supplemental Report 11 contains financial statements and a summary of the school’s finances.

Are the school’s student enrollment, attendance, and retention rates strong?

The school’s attendance rate was 91.7% in 2004-05 (■ CHART G). The expert

visit site team noted that the school had considerable student attrition during the first year of operation.

Is the school’s Board active and competent in its oversight?

In 2004-05, the Goodwill Education Initiatives (GEI) Board of Directors, which oversees both the MET #1 and Indianapolis Metropolitan Career Academy #2 (MET #2), met on a quarterly basis as scheduled. A review of GEI’s Board meeting minutes by the Mayor’s Office showed that the Board conducted serious discussions about school issues. The minutes are detailed,

with action items clearly stated, and give the public a full understanding of the business conducted. Board meeting observations by staff from the Mayor’s Office showed that the Board is engaged in the activities of the school, and that members ask probing questions of staff and request updates on school performance. The school should ensure that the School Director is always present at the Board meetings to answer any questions regarding the individual school. The expert site team also praised the GEI Board, noting that the Board enjoys a wide range of the expertise needed to effectively guide the school.

Indianapolis Metropolitan Career Academy #1	
ATTENDANCE RATE IN 2004-05 SCHOOL YEAR	
	Attendance Rate
Indianapolis Metropolitan Career Academy #1	91.7%
Indianapolis Public Schools	94.2%
All Indiana Public Schools	95.9%
Source: Indiana Department of Education website, preliminary figures.	

Is there a high level of parent satisfaction with the school?

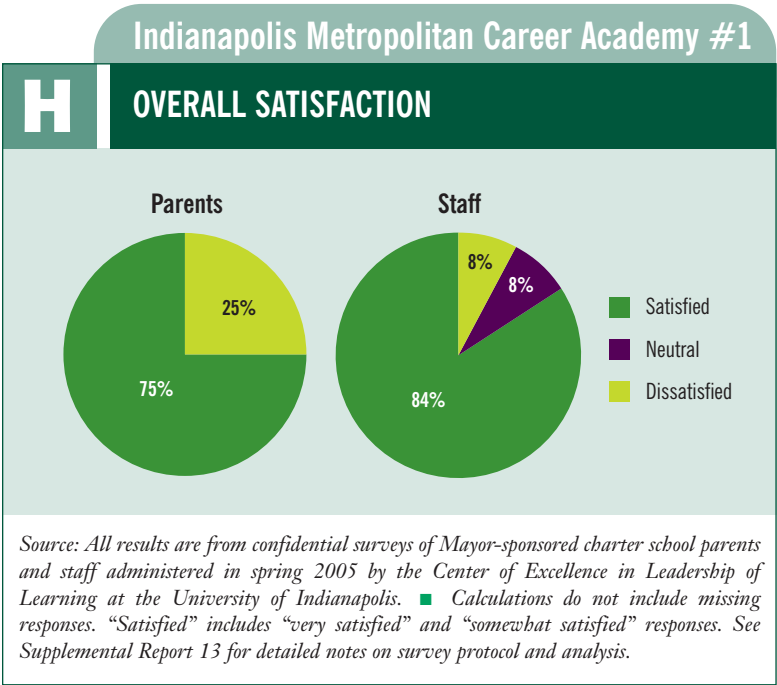
In response to a survey asking about their experience with MET #1, 75% of parents reported they were satisfied overall with the school, as shown in CHART H. When asked if they will recommend the school to others, 77% of parents and 73% of staff said they were “extremely likely” or “very likely” to do so. While 91% of

the staff indicates that they are likely to return to the school next year, only 64% of the parents said they plan to return to MET #1 next year (CHART I).

CHART J shows how well parents and staff rated specific features of the school. The top-rated features for both parents and staff are highlighted in blue; the lowest-rated features are highlighted in crimson. As shown, both parents and staff

rate the school highly for opportunities for parental involvement, student-teacher ratio, and access to computers. Both groups gave a low rating to the school’s transportation services.

In the expert site team’s focus groups, parents reported high levels of satisfaction. The team noted a positive evaluation of the students’ “learning and growth.”



Indianapolis Metropolitan Career Academy #1

I PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	77%	73%
Return to the school next year	64%	91%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

Indianapolis Metropolitan Career Academy #1

J

PARENTS AND STAFF EVALUATION

Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	50%	55%
Quality of teaching/instruction	50%	64%
Curriculum/academic program	50%	73%
Individualized student attention	71%	91%
Access to/use of computers and other technologies	86%	100%
School material and supplies	50%	73%
Classroom management	39%	46%
Student-teacher ratio/class size	92%	92%
Services provided to special needs students ¹	64%	27%
Support services (e.g., counseling, healthcare, inc.)	46%	27%
Opportunities for parental involvement	92%	100%
Communication about student learning/achievement	71%	91%
Communication about meeting the school's mission	82%	64%
Teacher professional development	58%	64%
Faculty/teachers	71%	55%
School administration	31%	64%
School board	50%	55%
School facilities	71%	64%
Food service	42%	33%
Transportation services	30%	9%
Enrollment/admission process	43%	64%
School size	62%	83%
School safety	54%	55%
School location	36%	58%

■ Highest Percentages of Excellent/Very Good Responses

■ Lowest Percentages of Excellent/Very Good Responses

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Individual features with the highest percentage of excellent/very good responses are highlighted in blue; features with the lowest percentage of excellent/very good responses are highlighted in crimson. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ ¹Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

Is the school administration strong in its academic and organizational leadership?

The governance review conducted by the Mayor's Office found that MET #1 was very strong in organizational leadership in 2004-05. The school benefited greatly from the expertise and resources of Goodwill Industries of Central Indiana, Inc. (Goodwill Industries). Goodwill Industries provided support for finance and accounting, human resources, marketing, public relations and facility management. This support allowed the

School Director to focus on academic issues and the students.

Stakeholders at the school informed the expert site visit team that "...the Chief Executive Officer [(CEO)] and staff are committed, knowledgeable about school issues and needs, supportive, and responsive to school needs," and that "Goodwill Industries is an exemplary partner for the school." People interviewed by the team described the School Director as well-respected and effective in implementing the educational model. Parent focus group participants

also reported high levels of satisfaction with MET #1 and their students' progress.

The site team also commended the school administration's vigilance in identifying the school's weaknesses and needs. One recommendation that the site visit team made to the school was the development of a clearer decision-making process for school policies (such as student dress code, home visits, and the process and criteria for initiating partnerships with external organizations).

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS RELATED TO:

organizational structure and governance obligations; physical plants that are safe and conducive to learning; fair and appropriate pupil enrollment processes; reasonable and safe transportation options available to eligible students; and legal obligations related to access and services to special needs and English as a second language students?

MET #1 satisfactorily met its obligations in 2004-05 in complying with relevant laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. Overall, in 2004-05, the school satisfactorily maintained the compliance binder which contains all of the school's governance, management, and organizational documents and is reviewed by the Mayor's Office on a monthly basis.

In 2004-05, the school experienced some challenges in satisfying reporting and compliance requirements. The school did not submit corrections to the Indiana Department of Education (IDOE) for the first report of Average Daily Membership (ADM) taken in September 2004 by the December 1, 2004 deadline. The second report of ADM was due on December 15, 2004; the ADM information was submitted on-line by the deadline, but the hard copy of the report was not submitted to the IDOE until after the deadline. The DOE-PE report was due to the IDOE on October 31, 2004 and was not submitted to the IDOE by the deadline.

MET #1 also experienced challenges complying with teacher licensing requirements in 2004-05. Of note, one particular teacher began employment at the school in June 2004; in November 2004, it was discovered that this teacher did not hold a bachelor's degree. Once the school was informed of the situation, the administrators moved quickly to demote the teacher to "Advisor Assistant" and to assign a licensed teacher to supervise the teacher's lessons and instruction for the rest of the school year. The teacher did not return to the school for the 2005-06 school year.

The school struggled in 2004-05 to comply with reporting requirements related to special education. The school did not hire a licensed special education teacher until early March 2005. Due to the absence of a special education teacher on staff, the school was not able to submit the necessary records for the special education count conducted by the IDOE at the beginning of December 2004. As a result, the school did not receive any special education funding in the 2004-05 school year.

At the request of the Mayor's Office, the Division of Exceptional Learners at the IDOE conducts on-site reviews of the special education services provided by Mayor-sponsored charter schools completing their first year of operation. According to Robert Marra, Associate Superintendent of the IDOE in the Division of Exceptional Learners, MET #1 "began implementing and monitoring Individualized Education Plans for special needs students late in the school year. The school now has the appropriate personnel on board to provide services for its special needs students. Staff members, nonetheless, have shown that they are committed to serving all students, including those with disabilities. The key areas for attention identified at the school are fully correctable; for example, the school needs to ensure appropriate documentation and procedures for the Individualized Education Plans as required by law. As well, better and timelier support from the statewide charter school special education cooperative is key."

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Is the school's mission clearly understood by all stakeholders?

When asked about how well the school communicates its mission, 82% of parents and nearly two-thirds (64%) of staff at MET #1 responded either "excellent" or "very good." The expert site visit team found that staff members had different expectations of the number of students who would be ready for college once they graduate from the school. The team recommended that consistent "expectations should be known and supported by all staff."

Does the school have a high-quality curriculum and supporting materials for each grade?

The site visit team found that the school "provides a highly personalized and individualized learning process and focuses heavily on learning at the internship site (e.g., through the LTI - Learning Through Internships)." The team found that the school implemented the educational model more effectively as the year progressed. At the time of the spring site visit, 80% of students were participating in LTIs and staff described students as "maturing," "becoming more disciplined" and "responsible," "learning more about their interests in the real world," and "developing higher levels of self-esteem" and "confidence." The site visit team reported general agreement that the educational model has been more effective in language arts than in social studies, math, and science.

As ■ **CHART J** illustrates, 50% of parents and 73% of staff rated the curriculum and academic program "excellent" or "very good."

Does the school effectively use learning standards and assessments to inform and improve instruction?

The site team commended staff at the school for their improved use of data to understand student learning and to guide instruction. The team also praised the school for developing an Individual Learning Plan (ILP) for each student,

which identifies learning goals and activities for students to focus on throughout the school year and during the summer.

Site team members, however, observed a range of quality (e.g., depth, rigor, specificity, focus and explicit connections to LTI) in the student ILPs they reviewed. The team suggested that staff might develop ILP standards and a peer review process for ILPs, as well as opportunities for students to revise the ILP.

Is the school climate conducive to student and staff success?

The expert site visit team reported that parents and students alike feel that "advisors are committed to students and believe in the educational model." The site team identified the strength of one-on-one instruction at the school, especially for the many students who entered the school below grade level in core academic areas. Staff identified a need for teaching assistants or volunteers to provide additional support and guidance for students. Additionally, staff noted that the location of computer labs at a distance from regular classrooms limits supervision.

Staff reported to the site team that they did not know how the school identifies and provides for professional development. Of staff surveyed, 64% rated teacher professional development as "excellent" or "very good," while 58% of parents responded similarly.

As ■ **CHART J** shows, only about half of the parents (54%) and staff members (55%) surveyed rated school safety highly. Conversely, 71% of parents and 64% of staff rated the school facilities either "excellent" or "very good." When asked to rate classroom management, only 39% of parents and 46% of staff responded "excellent" or "very good."

The survey showed opportunities for parental involvement among the highest rated areas by both parents and staff, with 92% of parents and 100% of staff responding that the opportunities were "excellent" or "very good" (■ **CHART J**).

Are the teaching processes (pedagogies) consistent with the school's mission?

Consistent with the school's mission, the expert site visit team reported that "advisors spend the majority of time working one-on-one with each student and with [LTI] mentors." Students interviewed by the site team remarked that internships play a central role in their education, and reported a high proportion of learning from the LTI experiences.

This individual student attention was also recognized by parents and staff. As shown in ■ **CHART J**, 71% of parents surveyed, and 91% of staff surveyed, highly rated this feature of the school.

Is ongoing communication with students and parents clear and helpful?

As reported earlier, parents and staff gave MET #1 high marks for its communication about the school's mission. When asked to evaluate how well the school communicates about student learning and assessment, survey results showed that 91% of staff and 71% of the parents responded "excellent" or "very good" (■ **CHART J**).

Has the school developed adequate human resource systems and deployed its staff effectively?

The site visit team commended MET #1 for "a rigorous process for selecting new staff that involves all stakeholders." School staff told the team that the school design places high demands on staff, partly because of the complexity of the approach. The site team recommended that the school "consider ways to ensure that staff experience reasonable levels of demand and stress."

DETAILED DESCRIPTION OF PROGRAMS & ACTIVITIES

Source: The information below was provided by the school to the Mayor's Office. It is included here to offer the public a more detailed picture of the school's programs and activities.

Mission, philosophy, and educational program

MET #1 is committed to educating “one student at a time” in a small-school community that provides a unique, personalized education for students working towards their high school diploma. Goodwill Industries developed MET #1 after the organization became aware that most of the adults it assisted with career development had not succeeded in school. The high school is modeled after The Met Center (the Met) in Providence, Rhode Island, which was founded by the Big Picture Company. A second school following the same model, MET #2, is also housed on the same campus. Ten additional high schools across the country have adopted the Met high school design with the support of the Bill & Melinda Gates Foundation. Each school enrolls no more than 120 students to ensure that every student has genuine, individualized relationships with teachers and other adults at the school.

Students' interests shape their course of study, blending school-based instruction with real-world experiences that deepen learning and social growth. Teachers, parents, guardians, and internship mentors who know the students well help guide the students' education. Central to the academic program is the LTI program. Students select personally-interesting internships during which they complete work projects to develop academic skills and benefit from one-on-one mentoring.

MET #1 students are assigned to advisories comprised of a maximum of sixteen students that stay together, with one teacher-advisor, for the entire time they attend the school. Teachers make a four-year commitment to MET #1, in order to remain with students throughout their high school experience. Students create an ILP each quarter with the help of their learning team, which is made up of the student's advisor, parents or guardians, and internship mentor.

MET #1 has five school-wide learning goals that, along with each student's own personal goals, are incorporated into all learning plans, experiences, and assessments: empirical reasoning, quantitative reasoning, communication, social reasoning and personal qualities. Every student who graduates from the school must demonstrate proficiency in each area. Each student's ILP also incorporates components of traditional subject areas, and is designed to correspond with Indiana State Academic Standards.

Academic programs and initiatives

- **Learning Through Internship (LTI).** All students participate in internships two days each week. LTIs provide students with interest-based learning opportunities that help them develop academic and interpersonal skills by performing authentic work projects. At school, advisors help students plan their workplace activities and reinforce the skills and knowledge needed for students to complete their projects. Students completed numerous LTIs in 2004-05 with mentors at Goodwill Industries, as well as various other workplaces, including: the Indianapolis Zoo, social service organizations, the Marion County Superior Court, a veterinary office, a dentist's office, education nonprofits, early childhood learning centers, a museum, and digital media and film production companies.
- **Individual Learning Plans (ILP).** Every eight to ten weeks, each student's learning team meets with the student to create an ILP that combines his or her personal interests with school-wide learning goals and requirements. Each student's ILP is always available to the student, parents, advisor, and School Director through a Web-based communication and storage system.

- **Exhibitions.** At the end of each quarter, each student documents and reflects on his or her progress towards meeting the ILP goals. The student also produces a public exhibition of his or her work to demonstrate mastery of the topic. A panel of advisors, parents, mentors, other students, Goodwill Industries staff and Board members critique the work as part of the student's evaluation.
- **ACT Explore Assessment.** All students take the Explore Assessment, a precursor to the ACT college entrance examination. The school administers the test to make students more comfortable with test taking and to identify students' strengths and weaknesses in preparation for college entrance examinations and the state's Graduation Qualifying Exam (GQE).
- **Lit Café.** Lit Café is a weekly structured reading program that encourages small-group dialogue among students reading a selected book. Students in each advisory self-select the books they want to read, and meet for thirty minutes each week to discuss what they have read.

Parent involvement

- **Parent Participation in Student Learning.** During the first three quarters, 96% of MET #1 students had parents, grandparents, or guardians attend and actively participate in student exhibitions, as well as in helping design student ILPs. During the school year, parents and guardians also assisted as tutors, transportation providers, chaperones, Lit Café discussion leaders, and participants in the staff selection process. Parents planned, hosted, and made presentations at student recruitment open houses. In addition, parents and guardians receive a monthly newsletter that keeps them informed of upcoming events taking place at school.

- **Family Celebrations.** MET #1 hosts a quarterly Family Celebration which all families are encouraged to attend. The 2004-05 celebrations highlighted a variety of topics including cultural diversity, student talent, college exploration, and summer learning opportunities.

Supplemental programs and activities

- **School-Wide Focus on Human Rights.** MET #1 had a school-wide focus on human rights in 2004-05. Activities related to this theme included reading non-fiction literature, viewing the movie *Hotel Rwanda*, participating in the “Follow the North Star” re-enactment of the Underground Railroad, and discussing and synthesizing issues of human and individual rights across time and culture.
- **College Tours.** All advisories took the 9th grade students on trips to area colleges to expose them to post-secondary educational options. The

school requires all students to take college entrance exams, apply to at least one college, and develop post-high school plans.

- **Pick Me Ups.** The whole school community starts each day with thirty-minute Pick Me Ups that include announcements, motivational speakers, school-wide discussions, and/or student presentations. Outside guests have presented on topics such as their occupations, health issues, conflict resolution, apartheid, and domestic violence. Other Pick Me Up activities have included karate, fitness testing, art creations, and team building exercises.
- **Student-Organized Activities.** In their first year at the school, students created a student government, a yearbook committee, a school newspaper, and Web sites for their advisories. Students also organized a step group, a three-on-three basketball tournament, school dances, a school video, and a goal-setting workshop series. A student-organized lunch committee advised the cafeteria on revamping the lunch program to meet student wishes.
- **Mentoring KIPP Middle School Students.** MET #1 students serve as Big Brothers and Big Sisters for 5th grade students at KIPP Indianapolis College Preparatory (KIPP Indianapolis), another Mayor-sponsored charter school. Big Brothers Big Sisters of Central Indiana matches MET #1 students with KIPP Indianapolis students and organizes activities for the program.
- **Youth Learning Center.** Located on the Goodwill Industries campus, the Youth Learning Center (YLC) offers tutoring services, summer camps, and access to the Plato Learning System – a computer-based system that allows teachers to create customized curricula based on students’ ILPs and the Indiana State Academic Standards. YLC also serves out-of-school youth pursuing general education degrees (GED), high school diplomas, or job

training. MET #1 students participate in YLC career and academic programs during their advisors’ monthly professional development days. The YLC is also an internship site for several MET #1 students with interests in teaching and social services.

Community partnerships and donations

- **IndyGo.** Students who use public transportation and demonstrate financial need are provided IndyGo passes to travel to and from school and internships. In response to the large number of students taking the bus downtown at the end of the school day, IndyGo provides a separate bus to transport MET #1 students to the downtown transit center.
- **National Institute for Fitness and Sport.** In place of school-based physical education, all freshmen are provided memberships to the National Institute for Fitness and Sport, located nearby on the Indiana University-Purdue University Indianapolis (IUPUI) campus. Each student works with a trainer to develop an individual fitness plan.
- **Beyond Your Best Community Leaders.** Members of a leadership seminar company, Beyond Your Best, first became involved early in the school year by presenting at a Pick Me Up and helping to organize a career day. Following these events, one member of the group continued to work to identify volunteer opportunities for MET #1 students. Through this partnership, Beyond Your Best volunteers organized a food drive to prepare a Thanksgiving dinner for MET #1 students and provided gifts for each student before winter break. In the spring, the organization agreed to provide mentors for MET #1 students, drawing on individuals who have participated in their leadership workshops.

INDIVIDUALIZED LEARNING

A student who dropped out of high school in her sophomore year enrolled in the MET #1 this past fall. Through the school’s LTI requirement, she had a highly successful internship experience with the Indianapolis Children’s Bureau, where she spoke to a crowd of more than 200 people on advocating for children. She also volunteers at the Marion County Superior Court’s “Teen Court” program for juveniles who have been arrested for first-time nonviolent offenses, serves as a mentor through Big Brothers Big Sisters of Central Indiana, and completed a forty-hour peer educator training program. Her learning projects in 2004-05 included planning a four-week seminar for MET #1 students on goal setting, and organizing a trip to Africa over the summer. To prepare for her trip, she focused significant time learning about the continent and investigating fundraising strategies to pay for the trip.

Staffing

• Monthly Professional

Development. One Friday per month is designated for staff in both MET #1 and MET #2 to participate together in full-day professional development activities. The School Directors or the schools' coach from the Big Picture Company lead these sessions. Sessions have focused on developing ILPs, connecting ILPs to the five learning goals and internships, and other aspects of the Big Picture Company model. The schools' coach from the Big Picture Company provides reinforcement and one-on-one feedback to staff during regular visits to the school.

• Innovative Video Conferencing.

The Big Picture Company, with funding from the Bill and Melinda Gates Foundation, provided a video conferencing system to connect the school with other Big Picture

development workshops, known as the Big Bang. Staff from all Big Picture Company schools around the country gathered for community building and learning experiences to further understand the components of the Big Picture Company school design.

- **Teacher Leadership.** Teachers participate in school leadership, reviewing curricular decisions and recruiting new staff. The entire school staff team makes decisions on the school calendar, school-wide events, and initiatives such as the Lit Café program and the Human Rights theme. Staff works with the School Director to organize daily Pick Me Ups, new student orientation programs, end-of-year celebrations, and staff recruitment events.

- **Special Education Coordinator.** The Goodwill Industries Foundation of Central Indiana funds a full-time Special Education Coordinator to address student needs at both MET #1 and MET #2. This coordinator works with families to identify students who need special education services, arrange case conferences, update Individualized Education Plans (which are incorporated into students' ILPs), and arrange necessary student evaluations. In addition, MET #1 is a member of the statewide charter school special education cooperative and draws upon the cooperative's staff and resources to provide additional special education services to students, and to ensure compliance with special education regulations.

School management

MET #1 is operated by GEI, a nonprofit entity with close ties to Goodwill Industries. GEI's CEO, James McClelland, also serves as President of Goodwill Industries. In his role as CEO of GEI, Mr. McClelland provides overall executive leadership and external relations for the schools. GEI's Chief Operating Officer, Scott Bess, guides and directs the daily operations of the school, oversees the support services Goodwill Industries provides to the school, and serves as liaison to the Big Picture Company and government agencies.

Carol Myers, the School Director, leads students and staff, develops academic programming, and guides the staff's professional development. Goodwill Industries provides a variety of contracted services to the school, including human resources, information technology, building maintenance and security, marketing and public relations, fundraising, accounting, and food services.

School governance

The GEI Board of Directors is the governing body for the school. The Board is responsible for: monitoring the schools' key performance indicators; establishing policy; approving long-range plans; adopting annual budgets; approving actions that create significant financial obligations for the school; ensuring financial solvency; identifying and assisting in raising adequate amounts of capital; promoting the school in the community; and taking actions as necessary to ensure that GEI is in compliance with applicable laws, regulations, and contracts. The Board includes a former university administrator and education professor, a former Commissioner of the Indiana State Board of Accountancy, two members of the Education Committee of the Greater Indianapolis Chamber of Commerce, a former member of Brebeuf Jesuit Preparatory School's Board of Directors, and an advisor to the Butler University Business School.

Facilities

The school is located in the Haughville neighborhood on the near west side of Indianapolis. It is housed in a newly renovated space at the headquarters of Goodwill Industries. Goodwill Industries hired a nationally-recognized architect of education facilities, Concordia & Associates, to design the school facility. The renovations incorporated design concepts such as natural light, wood, and flexible space at the urging of Elliot Washor, the Big Picture Company's Co-Director, who wrote his doctoral dissertation on the connections of physical space with learning. There are shared computer labs in common areas, individual computer stations located

INTERNSHIPS

One MET #1 student has had a lifelong interest in marine biology, which she has been able to pursue through her LTI and other studies at the school. During the 2004-05 school year, she held an internship at the Indianapolis Zoo, where she worked on all aspects of animal care, including diet, social development, environmental conditions and medical care. Her future learning plans include a scuba diving course that will prepare her to study the underwater environment in person and to work with larger sea life.

Company schools. MET #1 advisors participate in training sessions conducted by the Big Picture Company via video conferencing. Video conferencing is also used for intra-school meetings within the Big Picture Company network, allowing students at one Big Picture Company school to serve as panelists for students at another school during exhibitions.

- **Summer Workshops.** All advisors attended the Big Picture Company's annual three-day summer professional

throughout the building, and workstations in each advisory room. MET #1 students eat with adults in the Goodwill Industries cafeteria, located on the main campus. In August 2005, the school moved into a newly renovated space on the Goodwill Industries campus separate from the MET #2. Students and staff actively participated in creating the architectural plans for the new space. Additionally, Goodwill Industries is managing a capital campaign that has raised nearly \$1 million toward the initial \$1.5 million goal for the first phase of school facility construction.

Planned improvements for the upcoming school year

- **Plato Learning System.** Using Plato, teachers will be able to create

customized on-line curricula for each student based on needs identified in his or her ILP. Plato provides computer-based instruction tied to the Indiana State Academic Standards and consists of an extensive collection of reading, writing, mathematics, science, and social studies modules. Advisors will be able to create assignments and lesson plans for students and track students' mastery of the Indiana State Academic Standards. The on-line lessons will be used to reinforce student skills for LTI and project-based work, and will be available anywhere students can access the Internet.

- **Bridges Learning System Lab.** The school will use the Bridges Learning System to improve students' vision

through physical activities. Students work on hand-eye coordination, sensory integration, and body in space awareness. Students ultimately develop stamina, which increases their ability to concentrate and read for longer periods of time.

- **Earning College Credits.** Through the Special Program for Academic Nurturing at IUPUI, MET #1 students will be able to take classes at IUPUI and earn both high school and college credits for the courses. In addition, MET #1 students will be able to take dual-credit on-line courses through Ball State University's Distance Education Program.